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ABSTRACT

This selective bibliography contains references to 76 ERIC documents and journal articles on the subject of behavior modification in the preschool and elementary school classroom. A total of 36 entries were taken from "Research in Education" (RIE), 1969 through 1974, and 36 entries were taken from "Current Index to Journals in Education" (CIJE), 1973-1975. Included are samples of programs in which behavior modification has been used, descriptions of how to use behavior modification techniques, research on the effectiveness of behavior modification techniques, and discussion of critical issues related to behavior modification. (GO)

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BEHAVIOR MODIFICATION IN THE CLASSROOM:

AN ABSTRACT BIBLIOGRAPHY

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INTRODUCTION

BEHAVIOR MODIFICATION IN THE CLASSROOM:

AN ABSTRACT BIBLIOGRAPHY

Behavior modification (or the use of contingent reinforcement techniques to manage behavior) has progressed from its beginnings in the psychology laboratory to public school classrooms where it is currently enjoying widespread application. In doing so, however, behavior modification has become quite a controversial issue among both parents and educators.

This bibliography has been compiled to provide recent references on the techniques of behavior modification and some of the issues associated with its use in educational settings. The documents cited in the bibliography can be found in the ERIC microfiche collection and in journal literature. Abstracts of selected documents were taken from Resources in Education (RIE) and journal article citations from the Current Index to Journals in Education (CIJE). Included are samples of programs in which behavior modification has been used, descriptions of how to use behavior modification techniques, research on the effectiveness of behavior modification techniques, and discussion of critical issues related to behavior modification.

Major descriptors (marked with an asterisk*) and minor descriptors appear after title. Descriptors are subject terms which are used in RIE and CIJE to characterize the entries and will help users of this bibliography identify topics covered in the selections.

Most of the entries are available from ERIC Document Reproduction Service (EDRS) in either of two forms, microfiche (MF) or hard copy (HC)

(photocopy). Each entry is assigned an ERIC Document (ED) identification number, which appears after the title information. Directions for ordering documents are given on the last page of the bibliography. Journal citations have an (EJ) identification number, but articles are available only in the journals cited.

1. Advani, Kan. Involving Parents in the Behavior Modification Program of Their Children in Home and School. A Research Project. 1973 38p ED 084 755

*Behavior Change; *Early Childhood Education; *Exceptional Child Research; Handicapped Children; *Hyperactivity; Operant Conditioning; *Parent Education

Six children enrolled in a 'Kindergarten for Children With Special Needs' were the subject of a 3-month study of behavioral techniques applied to children's problem behavior through the training of parents. The children were rated as hyperactive and immature with various emotional, social, and physical problems. The study worked with the children in their natural environment (homes) and attempted to bring about change in their behavior through parental involvement. The improvement shown by the children suggested the advantage and need of early intervention in families of deviant children.

2. Baltes, Margaret M. Operant Principles Applied to the Acquisition and Generalization of Nonlittering Behavior in Children. 1973 69p ED 088 700

*Behavior Change; Behavior Standards; Doctoral Theses; *Early Childhood Education; Educational Research; *Environmental Education; Operant Conditioning; *Pollution; *Social Influences; Wastes

The investigator felt that littering is a behavior contingent upon certain environmental conditions and that these conditions should be examined systematically. Specifically, this study sought to examine the effects of a behavior modification approach to littering with eight four-year-old subjects. Using token positive reinforcement, token punishment, rule reinforcement, and rule punishment as the experimental conditions, token positive reinforcement was most effective in gaining control over nonlittering behavior in terms of acquisition, maintenance, and generalization.

3. Brubakken, David M.; And Others. Assessing Parent Training Utilizing a Behavioral Index of Parent-Child Interactions. 1974 30p ED [illegible]4 103

*Behavior Change; Early Childhood; *Emotionally Disturbed; Exceptional Child Research; *Parent Child Relationship; *Parent Education; *Program Effectiveness; Residential Programs; Transfer of Training

Evaluated was the effectiveness of a 10-session parent training program to instruct three sets of parents in methods of behavioral management techniques with their emotionally disturbed children (ages 5- to 8-year-old) who were receiving short term treatment in a residential facility. Home visits before and after training recorded rates of compliance by the child with parent requests and types of parent responses. The training program consisted of structured sessions including demonstrations, observing defined behaviors, recording baseline behaviors, implementing behavior modification techniques and measuring the degree of changed behaviors. Results indicated an increase in positive responses by all parents and a significant increase in compliance rates by two of the three children. Results suggested the usefulness of such parent programs in generalizing residential facility induced gains into the natural environment.

4. Buckholdt, David R.; And Others. The Effects of Different Reinforcement Systems on Cooperative Behaviors Exhibited by Children in Classroom Contexts. 1974 40p ED100 497

*Academic Achievement; Behavior Change; *Contingency Management; *Elementary School Students; Interaction Process Analysis; Language Development; Learning Theories; Literature Reviews; Mathematics Education; Peer Relationship; *Peer Teaching; *Preschool Children; Reading Development; *Reinforcement; Tutoring

This paper describes a series of experiments which indicate how different reinforcement systems affect cooperative, competitive, and individualized learning structures. Following a brief literature review of prior research, the experiments investigated (1) individual reinforcement for peer tutoring and (2) shared-group reinforcement for peer tutoring. They examined the effects of reinforcement by demonstrating how reward structures can interact with several independent variables in controlling the frequency of cooperative behavior. The studies support the idea that children from various socioeconomic classes, 3-to 11-years-old, in classrooms of 4-17 members, can work together effectively in cooperative instructional situations involving curriculum materials such as mathematics, vocabulary development, and reading. Also, the results indicate that when appropriate reinforcement is provided for cooperative behavior, helping behaviors as well as student performance are increased. Several research topics are suggested for future research on the development and evaluation of cooperative goal structures.

5. Davis, Lonnie H.; And Others. Influence of Feedback, Teacher Praise, and Parental Support on Self-Competency of Third Graders. 1974 17p ED 104 541

Attitude Tests; Change Strategies; *Elementary School Students; *Feedback; Grade 3; *Intervention; Parent Influence; *Positive Reinforcement; *Self Concept; Student Attitudes; Teacher Influence

The purpose of this study was to demonstrate how an early assessment of self-competency can be combined with an effective program for preventing maladaptive affective (self-competency) and academic skills. Eleven third graders participated in this study of three interventions. Feedback of multisource data, teacher praise (positive reinforcement), and parental support were used with students selected from sources derived from the Barclay Classroom Climate Inventory (BCCI). The data from these selected students were analyzed by the Mann-Whitney U One-Tailed Test. Results showed that the interventions improved students' self-competency, raised their group nominations, and changed their attitudes toward school.

6. Discipline in the Classroom. Revised Edition. 1974 88p
ED 095 629
HC not available from EDRS.

Behavior Change; Behavior Problems; *Class Management; Classrooms; *Classroom Techniques; Curriculum; Curriculum Development; *Curriculum Enrichment; *Discipline; Discipline Policy; Elementary Schools; Humanization; Secondary Schools; Student Behavior; Student School Relationship; *Student Teacher Relationship; Teacher Behavior; Teaching Styles

The articles in this booklet reflect a broad spectrum in their approach to discipline and the teaching process. Even though discipline is now called classroom control, these articles indicate that some educators question the desirability of precise prescription in the classroom. Running through the articles is a common thread: discipline is less of a problem when the instructional content and process are interesting and relevant, constitute stimulating activities, and arouse natural curiosity. Since, as many of the articles point out, what constitutes meaningful curriculum or stimulating activities for one student may be irrelevant for another, the matter of motivating individual students appears to be the critical problem. However, since some students become discipline problems despite meaningful curriculum, other approaches are suggested. These approaches range from an attempt to match a teacher's teaching style to a student's learning style, to a strict behavior modification where the forms of behavior--and not the attitudes behind behavior--are the primary concern.

Availability: National Education Association Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 381-11878, Paper; $2.50)

7. Goetz, Elizabeth M.; And Others. The Generalization of Creativity "Training" in Easel Painting to Blockbuilding. 1973 12p ED 086 324

Abstract Reasoning; Art Activities; Behavioral Science Research; Behavior Development; *Creativity; *Generalization; *Learning Processes; Operant Conditioning; Painting; *Preschool Children; *Reinforcement

The generalization of "trained" creativity in easel painting to untrained creativity in blockbuilding was examined in two preschool boys. Verbal reinforcement of every different form painted in a picture increased both the number of different forms per picture and new forms (those appearing for the first time in the total output of paintings). The children's concurrent behavior in blockbuilding without differential reinforcement was also measured. There was generalization of form diversity from easel painting to blockbuilding in each condition of the study, but no generalization in the appearance of new forms.

8. Gorman, E.; And Others. 3R, Reality, Re-Education, Responsibility: A Cooperative Education Program for Students with Learning Problems Associated with Behavior. 14p ED 088 260

*Behavior Change; Behavior Problems; Elementary School Students; *Emotionally Disturbed; *Exceptional Child Education; *Program Descriptions; Regular Class Placement; Socially Maladjusted; *Special Classes

Described is the 3R (Reality, Reeducation, and Responsibility) program to remediate inappropriate behaviors and academic deficiencies in socially and emotionally maladjusted elementary aged children The major goal of the project is seen to be the successful return of the student to usual school routines and the regular classroom. Specific objectives are said to include developing trust in adults and building competence. Reviewed are aspects of program development including the planning stage, the steering committee, and program expansion. Explained are introducing the 3R unit into a school, staffing of the 3R unit team, and pupil intake, maintenance, and followup. Suggested are classroom strategies to develop goal oriented behaviors. Reported are research findings in the areas of academic growth, intelligence, improved behavior (an average decrease from 12 to one inappropriate behaviors was reported by regular classroom teachers), and return to the regular program for over 95% of children after an average stay of 6 months in the 3R unit.

9. Hamm, Phillip M., Jr.; Lyman, David A. Training Parents in Child Management Skills with the School as the Agent of Instruction. 1973 43p ED 096 572

*Behavior Change; Child Rearing; Elementary Schools; *Family Life Education; *Operant Conditioning; *Parent Child Relationship; *Parent Education; Parent Role; Program Descriptions

Twenty-eight families who indicated an interest in learning child management skills were included in a training program involving four groups from three elementary schools in Lincoln, Nebraska. Sessions were held once a week for 7-12 weeks. The parents were taught child management skills through the use of operant techniques which they utilized in behavior change projects selected by themselves. Data relevant to five questions were collected, analyzed, and discussed. These questions were; (1) What occurred during the group meetings? (2) With what kinds of behavior were the parents interested in dealing? (3) What did the parents accomplish and what did they learn? (4) How did the parents involved in the program evaluate it? And (5) What were the by-products of the program? Results were discussed in terms of the implication for such a program, and recommendations were offered for similar programs in the future.

10. Harris, Cleveland J. An Effective Parent Paraprofessional. 1973 14p ED 088 837

*Behavior Change; *Behavior Problems; *Classroom Observation Techniques; Elementary School Students; Nonprofessional Personnel; Operant Conditioning; *Paraprofessional School Personnel; Parent Student Relationship; Parent Teacher Cooperation; Skill Development

A study designed to modify inappropriate pupil behavior in a recently integrated public elementary school in New Orleans made extensive use of a parent paraprofessional. It was conducted in a classroom judged by the faculty to be experiencing numerous behavior problems. The parent paraprofessional was given written definitions of the behaviors she was to observe and then observed the class daily during baseline, experimental and follow-up periods. In the experimental period the teacher reinforced pupils exhibiting satisfactory behavior and ignored, as much as possible, those behaving inappropriately. The paraprofessional copied letters drafted by the teacher to be sent to the parents of pupils, informing them that their children were behaving well in class. It was expected that the parents would further reinforce their children when they received such favorable letters from their child's teacher. Aggressive and disruptive behaviors were both reduced during the experimental period. During the follow-up period, the number of

agressive behaviors and disruptions were found to have increased slightly over the experimental period, but they remained well below their previous levels. The paraprofessional was found to be of increased value in the over-all school program after learning the mechanics of taking part in a relevant research study.

11. Hauserman, Norma; And Others. A Behavioral Approach to Changing Self-Concept in Elementary School Children. 1974 12p ED 097 597

Academic Achievement; *Behavioral Change; Change Strategies; *Changing Attitudes; *Elementary School Students; Negative Attitudes; Post Testing; Q Sort; *Self Concept; *Social Reinforcement

This report describes an experiment in which elementary school children with negative self-concepts as measured by the Bolea Pictorial Self-Concept Scale and Teacher Ratings were exposed to a behavioral procedure designed to raise their self-concepts. Subjects were 30 children, grades K-4, who were randomly divided into experimental and control groups. The treatment procedure consisted of an elicitation by a teacher of a positive self-statement from an experimental subject. Each statement was immediately followed by a positive social reinforcer. At the end of the 40-day treatment period every child receiving the treatment showed a large gain in self-concept score. These gains were maintained on a delayed posttest given one month after cessation of the elicitaion procedures. Discussion of the results indicated that the study provided evidence that, by altering specific behaviors, attitudinal changes can be effected even on a more global self-concept measure. An alternative explanation however, is that changes shown by the experimental group may possibly be due to the amount of attention that the children received, rather than the experimental procedures per se.

12. Heater, Jim. The Engineered Adjustment Classroom: Parent Manual. 1974 9p ED 089 517

*Behavior Change; Child Rearing; Elementary School Students; *Emotionally Disturbed; *Exceptional Child Education; Operant Conditioning; Parent Education; *Parent Role; *Reinforcement

Presented is a manual for parents of children in the Papillion (Nebraska) Title III Elementary Level "Engineered Classroom" Program which stresses accomplishment of academic goals by emotionally disturbed students. Explained are the concept of behavioral modification, how children learn, practical aspects of negative and positive reinforcement, and situations when punishment is effective. Parents are urged to try some of the ideas presented which involve reinforcing the child's good behavior and ignoring bad behavior to prevent problem behaviors from developing.

13. Henderson, Ronald W.; Garcia Angela B. The Effects of a Parent Training Program on the Question-Asking Behavior of Mexican-American Children. 1972 23p ED 094 861

Analysis of Variance; Cues, Educational Responsibility; *Elementary School Students; *Inquiry Training; *Mexican Americans; Models; Parent Child Relationship; *Parent Education; *Parent Influence; Research; Social Reinforcement; Tables (data)

This investigation was designed to assess the effects of parent influences on the question-asking skills of their children. A total of 43 randomly selected, first grade, Mexican-American children were chosen as subjects and divided equally into a control and an experimental group. In each group the children were further subdivided into two groups in which either pre- and posttreatment measurement was conducted or only posttreatment measurement. In the pretreatment group baseline data was taken on each subject's question-asking ability. Instruction and modeling in question-asking techniques were then given and followed by another assessment of the subject's ability. In the next phase the mothers of the experimental subjects were trained in five sessions to use skills such as reinforcement, cues, and modeling that would increase their children's question-asking behavior as well as shift their question-asking from the predominant nominal-physical questions to causal questions. The results indicated that: (1) trained parents had a significant effect on the target behavior of asking causal questions; and (2) the experimenter's modeling procedures in the pretreatment condition also had a significant effect on question-asking behavior. Concluding discussion focuses on the importance of home instruction and support for school children and possible potential use of parent skills.

14. Hendricks, C. Gaylord; And Others. Effects of Behavioral Self-Observation on Elementary Teachers and Students. Research and Development Memorandum No. 121. 1974 18p ED 092 520

*Behavior Change; *Classroom Observation Techniques; Elementary School Teachers; Observation; *Self Evaluation; Student Behavior; Teacher Behavior; *Teacher Evaluation; *Teacher Improvement; Video Tape Recordings

A self-observation training program developed for teachers was tried out with a group of intern teachers. After some modifications of the program, the effects of the training on selected teacher and student behaviors were assessed by two experienced elementary teachers. Changes in three teacher behaviors (contingent praise, positive nonverbal responses, and negative commands) and their effects on four student variables (inappropriate verbal behavior, inappropriate nonverbal behavior, on-task behavior, and classroom noise) were examined using a multiple-baseline design. Self-observation was found to be associated with increases in positive teacher behaviors when those behaviors were being self-observed. The accuracy of the teachers' self-observation ranged from a mean of 41 percent to a mean of 88 percent. Self-

observation by teachers was associated with some positive changes in certain student behaviors. In general, the effects of self-observation on the teachers were not maintained after the teachers discontinued observing and recording their behavior.

15. Houtz, John C.; Feldhusen, John F. The Behavior Modification of Fourth-Graders' Problem Solving Ability by use of the Premack Principle and Special Instructional Material. Final Report. 1974 233p ED 097 360

*Elementary School Students; Evaluation; Games; Grade 4; *Instructional Materials; Motivation Techniques; *Problem Solving; Racial Differences; *Reinforcement; Rewards; Social Differences; Tests; Validity

Effects of a new type of problem-solving instructional material and a reinforcement method called Premack on problem-solving skills of elementary school children is investigated. The problems provided were an extension of the materials developed for the Purdue Elementary Problem-Solving Inventory. The Premack Principle of Behavior Modification states that a preferred activity can be used as a reinforcer of related but less desirable activities. Phase 1 of the investigation served as validation for the training materials and reinforcement procedures. Phase 2 involved the formal training program. Three experimental groups were formed from classes selected to represent differences in social class and ethnic origins. One group received reinforcement for working on the materials; a second was given the materials as a regular part of the schoolwork with no reinforcement; and a third served as a control, and received no materials. Results demonstrated that the materials were effective in increasing problem-solving ability, but that children who used the materials without rewards outperformed children given rewards. Socioeconomic differences were observed, and it appeared that black children improved to a level equal to that of white children in the materials-plus-rewards group.

16. Howard, Norma K., Comp. Discipline and Behavior: An Abstract Bibliography. 1974 58p ED 092 243

Annotated Bibliographies; *Behavior Change; Behavior Problems; *Class Management; *Discipline; Discipline Policy; *Early Childhood Education; Exceptional Child Research; Operant Conditioning; Parent Child Relationship; *Positive Reinforcement; Student Behavior; Student Teacher Relationship; Teacher Behavior; Teaching Techniques

This selective bibliography contains references to 202 ERIC Documents on

the subjects of discipline and behavior modification of young children. The citations are divided into five sections: (1) regular classroom; (2) teacher training and teaching techniques; (3) exceptional child; (4) family; and (5) general. Entries were taken from "Reserach In Education (RIE)," April 1971 through November 1973, and from "Current Index to Journals in Education (CIJE)," January 1972 through November 1973.

Also Available: Publications Office/I.R.E.C., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog no. 108, $1.50)

17. Hoy, Robert V.; And Others. Developmental Differences in Reactions to Combinations of Expectancy and Feedback Statements. 1973 32p ED 097 111

Age Differences; Cues; Developmental Psychology; *Elementary School Students; *Expectation; Feedback; *High Achievers; Intelligence Quotient; *Motivation; Positive Reinforcement; Recall (Psychological); Sex Differences; *Teacher Influence

This study attempted to replicate the findings of Moore, Gagne, and Hauck (1973) and to test the developmental assumption of the two-stage motivational theory proposed by Moore, Means, and Gagne (1972) concerning the effect of combination expectancy-feedback communications. Fourth and second grade subjects were administered five pairs of these communications for one baseline day and four treatment days. The significant expectancy-feedback interaction and fourth grade mean differences support the replicated study. For second graders, positive feedback resulted in best performance levels for both high and low IQ subjects, and high expectancy resulted in best performance within feedback levels. These results both indicate the presence of developmental differences and suggest that second graders only attend to the immediate reward value of adult communications, thus neglecting the cue value (for future success and reinforcement) which such statements convey to fourth graders.

18. Hulten, Burma H. Games and Teams: An Effective Combination in the Classroom. 1974 20p ED 090 927

Academic Achievement; Classroom Techniques; *Educational Games; Educational Research; Elementary School Mathematics; Grade 7; High Achievers; Individual Instruction; *Instructional Aids: Low Achievers; Mathematics Instruction; Motivation; *Rewards; *Teaching Procedures; *Team Training

Research investigated the relative contributions of team competition and peer group practice sessions to the effectiveness of a classroom instructional technique known as teams-games-tournament. Eight

mathematics classes with 240 seventh grade students participated in a ten-week field experiment. A 2x2 design was employed. The factors were (1) reward system (team competition versus individual competition) and (2) practice (group practice versus individual practice). Students participated in 12 game tournaments with competition centered on a modified version of the math game "TUF". A significant reward main effect and two significant interaction effects were obtained for the arithmetic computation subtest of the Stanford Achievement Test. High and low performers in the team condition improved significantly more than students in the individual reward group. Group practice had no significant effect on their level of achievement, but did benefit the low performer in the individual reward group at the expense of the high performer. It was concluded that games can be effective instructional devices for increasing academic achievement and that their success as instructional aids varies with the reward systems and practice structures under which students operate.

19. Johnson, Stephen M.; And Others. Generalization and Contrast Phenomena in Behavior Modification with Children. Preliminary Draft. 1974 47p ED 101 832

*Behavior Change; Behavior Rating Scales; Classroom Environment; *Elementary School Students; Family Environment; *Generalization; *Intervention; Observation; Parent Attitudes; *Problem Children; Standardized Tests; Teacher Attitudes

The present research was designed to answer two basic questions: (1) Do children who are referred for treatment of behavior problems in one setting also exhibit such behavioral problems in the others? (2) Does behavior modification in the primary setting have any systematic effect on children's behavior in the other (secondary) setting? Thirty-five children, identified by either parents or teachers as having behavior problems either at home or at school, were involved in an intervention treatment study: (1) 15 children were referred for outpatient treatment for 'active' behavior problems in the home setting (the 'home problem' sample); (2) 12 children, the 'school problem' sample, were referred for treatment of behavior problems in the school setting; and (3) 8 children were recruited to form the 'school problem control' sample. Verbal reports by parents and teachers were obtained, and independent measures were taken in both the home and school setting on the 'deviant' children.

20. Kanfer, Frederick H. Behavior Modification in Education: A Few Opinions on Critical Issues. 1973 11p ED 085 079

*Behavior Change; *Early Childhood Education; *Educational Change; Educational Innovation; Educational Methods; *Educational Objectives; Educational Policy; Reinforcement; *Self Control

The issues discussed in this paper center around the recent applications of laboratory-derived behavioral principles and techniques to everyday situations and problems, particularly those concerned with educational practice. A brief review of the ways that behavior modification has been used in education to date is included. Basically, the discussion focuses on three critical issues. The first involves the extent to which behavioral principles can contribute to the selection and specification of educational objectives, and the design of programs to meet these objectives. The second issue involves the shifting of emphasis from the early behavioral focus on environmental control shaping the child to consideration of how the environment can be manipulated so that children learn to control their own behavior and effectively change their environments. The third area of concern is the importance of systematic study of various methods of educational change, so that effective strategies can be identified.

21. Klein, Roger D.; Mechelli, Theresa. The Modification of On-Task Completion Behaviors in an Elementary-School Child. 1973 17p ED 104 549

*Behavior Change; *Behavior Patterns; *Elementary School Students; Grade 1; Motivation; *Positive Reinforcement; Reinforcers; Social Reinforcement; Student Behavior; Task Analysis; *Task Performance; Teacher Behavior

This study evaluated the use of three systematic reinforcement techniques and measures (a carrel, teacher attention, and a contingency contract) to increase the on-task and task completion behaviors of a first-grade child. The carrel and teacher attention increased on-task behavior (from a mean of 27.6 percent to 45.0 percent) but did not affect the rate of task completion. The rate of task completion was increased when a contingency contract was introduced. Teacher social contacts were held constant in order to determine the effects of the contract. On-task level remained unchanged. When contract requirements were raised, on-task and task completion levels rose. Suggestions are made concerning the relationship between on-task and task completion behaviors.

22. Kloss, James D. Effects of Observational Learning on Positive Reinforcers. 1974 15p ED 097 996

Analysis of Variance; Control Groups; Hypothesis Testing; Imitation; *Learning Theories; *Observational Learning;

*Preschool Children; *Reinforcement; Rewards; *Role Models; Sex Differences; Stimulus Behavior; Tables (data)

This study investigates the possibility that the reinforcement strength of stimuli can be enhanced by observational learning as well as by pairing with unconditioned reinforcers. The reinforcement strengths of two candies were determined for 40 preschool children as measured by rate of response on a button pressing apparatus. The children then observed a videotape of an adult model being rewarded in a different situation who: (1) chose one candy over the other and consumed it, (2) chose one candy over the other but did not consume it, (3) consumed one candy but did not have a choice of candies, or (4) did not receive a candy reward. Rates of response supported by each candy were then determined again. The predicted interactions of the candies, sessions, and modeling conditions were statistically significant, indicating that the reinforcement strength of the candy was enhanced by observational learning. This finding increases the viability of the concept of conditioned reinforcement in accounts of complex human behavior.

23. Kratochwill, Thomas R.; Serverson, Roger A. Individualized Diagnosis and Program Planning for Process Learning Deficits in Mathematics. 1974 32p ED 091 878

Behavior Change; Conceptual Schemes; *Diagnostic Teaching; Elementary School Students; *Exceptional Child Research; *Learning Disabilities; Learning Processes; *Mathematics; Models; *Operant Conditioning; Reinforcement; Research Reviews (Publications); Teaching Methods

Discussed in a paper which was presented at the 1974 annual meeting of the American Educational Research Association are diagnostic procedures for instructional planning to be used with learning disabled elementary school children handicapped in the area of mathematics. Traditional diagnostic approaches such as intelligence tests are criticized. Offered is the Engineering Model of Learning Disabilities which provides for observation of a child's learning behaviors in an environmentally normal minisituation. Diagnosis of the child's functioning in mathematics is said to involve finding out how much the child knows in a given curriculum sequence, how the child learns new material, and how learning rate changes as a function of the child's environment. Explained is the core diagnostic procedure which examines changes in learning of five addition problems as a result of three types of feedback: acknowledgement of correct and incorrect responses, social praise for correct responses, and tangible reinforcement (tokens) for correct response. Additional modifications are given to include use of soft reprimands for incorrect responses, tokens in a response cost format, and behavior charting by the child. Advised for overcoming perceptual difficulties are modification of stimulus material such as using larger print.

Also available: Thomas R. Kratochwill, Ph.D., Psycho-Educational Clinic, 1025 W. Johnson Street, Madison, Wisconsin 53706.

24. Lepper, Mark R. Extrinsic Rewards and Intrinsic Motivation in Children. Final Report. 1973 31p ED 084 210

Attention Span; Behavior Change; Classroom Techniques; Experiments; *Goal Orientation; Individual Power; *Interests; *Locus of Control; *Motivation; Preschool Children; *Rewards; Self Concept

Three experiments were conducted to examine the effects of providing extrinsic rewards for engaging in an activity on children's subsequent intrinsic interest in that activity. In each study, preschool children were asked to engage in an activity of initial intrinsic interest in individual experimental sessions. The children agreed to engage in this target activity under three different reward conditions. After these sessions, unobtrusive measures of the children's subsequent intrinsic interest were obtained during a series of free-play periods. In each of the studies results indicated tha asking children to engage in an activity of initial interest as a means to some ulterior end proved a consistently effective method for undermining these children's intrinsic interest in that activity. In addition, the results indicated that close adult surveillance also produced a similar decrement in subsequent intrinsic interest. Suggestions to maintain children's intrinsic motivation included: (1) systems of extrinsic reward systems should be employed only when necessary to elicit the desired behavior pattern; and (2) when necessary, such programs should attempt to employ the least powerful rewards when required to produce the desired behavior change.

25. Mayhew, Gerald; Crow, Robert. Rate and Accuracy of Mathematic Performance Under Delayed Reinforcement. 1974 90p ED 105 994

*Behavior Change; Classroom Research; *Elementary Education; Elementary School Students; Grade 4; *Positive Reinforcement; *Reactive Behavior; *Remedial Arithmetic

This study investigated the effects of delay of reinforcement on the classroom academic behaviors (rate of increase and accuracy of mathematical problem completion) by elementary students. A total of 11 fourth graders with a history of low achievement in arithmetic were divided into two groups and given timed arithmetic tests daily. Three reinforcement conditions were used (immediate, 1-day delay, and 1-week delay) with the sequence of delay conditions being reversed for one of the groups. Results indicated that the rate of increase in correct problem solving decreased as the reinforcement delay increased, and that the percentage of problems solved correctly increased as the reinforcement delay increased.

26. Mclaughlin, T.F.; Malaby, J.E. Completion Rates and Accuracy of Performance Under Fixed and Variable Token Exchange Periods. 1974 20p ED 099 129

Assignments; *Behavior Change; *Change Agents; Classroom Environment; *Classroom Techniques; *Elementary School Students; Extinction (Psychology); Handwriting; Language Arts; Mathematics; Positive Reinforcement; *Reinforcers; Spelling; Student Behavior

This research investigated the effects of employing fixed, variable, and extended token exchange periods for back-ups on the completion and accuracy of daily assignments for a total fifth and sixth-grade class. The results indicated that, in general, a higher percentage of assignments was completed when the number of days between point exchanges was variable, and that performance was maintained when the number of school days between point exchanges was gradually increased. The overall accuracy on assignments was high, but variable and did not appear to be under the systematic control of the experimental procedures. Data for two selected pupils indicated that there were individual differences as to the effects of the various token (point) exchange procedures. Thus, the variable sequencing of the number of days should be an important consideration in any effort to maintain the positive effects of token-reinforcement systems within classroom settings.

27. Morrow, William R. "Self-Concept Changes Following Behavior Modification." Final Report. 1974 17p ED 103 499

*Behavior Change; Behavior Problems; Change Agents; *Changing Attitudes; *Elementary School Students; Inner City; *Operant Conditioning; Parent Role; Psychological Testing; *Self Concept; Student Attitudes; Student Behavior; Teacher Role; Test Reliability; Test Validity

The primary aim of this research project was to test the hypothesis that successful teacher- and parent-mediated direct modification, by operant techniques, of youngsters' deviant behavior would tend to be followed by significant positive changes in the youngsters' self-concepts. Two studies were done. In the first, focusing on teacher-mediated behavior modification, an instructor taught interested teachers in a single elementary school to carry out behavior modification projects with their pupils, and in addition to provide direct, intensive supplementary instruction in arithmetic skills to pupils in several calssrooms. The school selected was located in an "inner-city" area. Only five upper-elementary teachers completed behavior modification projects with one or more pupils in their respective classrooms. Self-concept data and teacher-nomination data on deviant pupils, obtained for

all of the pupils in these five classrooms, did provide a basis for evaluating the reliability and validity on the self-concept measures, a secondary aim of this project. In order to obtain data on parent-mediated behavior modification, a program of parent behavior-modification training groups was sponsored in the second study, to assist interested parents in modifying problem behaviors of normal youngsters, aged 10-15, who were not receiving any other special treatment.

28. Piper, Terrence. Classroom Management & Behavioral Objectives. Applications of Behavior Modification. 1974 129p ED 091 811 Document not available from EDRS.

*Behavioral Objectives; *Behavior Change; *Classroom Environment; Discrimination Learning; Elementary Schools; Generalization; Learning Theories; *Management by Objectives; *Operant Conditioning; *Reinforcement; Rewards; Secondary Schools; Social Reinforcement; Teaching Models

The areas of learning theory and classroom applications of that theory are brought together in this booklet. Although it is impossible to provide the answer to every classroom behavior problem, relating the problems and objectives of a given classroom to learning theory should facilitate the development of effective and efficient programs. Concrete examples of application are included throughout the text. To further illustrate the relationship between theory and application, a series of studies performed by teachers in their own classrooms has been included. The studies sample a wide variety of chronological ages and behavior problems.

Availability: Lear Siegler, Inc./Fearon Publishers, 6 Davis Drive, Belmont, California 94002 ($4.25, paperback; $4.00, xerox master).

29. Prakash, A. Om. Effect of Modeling and Social Reinforcement on the Racial Preferences of Children. 1973 31p ED 086 357

Age Differences; *Elementary School Students; *Imitation; *Observational Learning; *Parent Influence; Racial Discrimination; Socialization;*Social Reinforcement

Forty-eight white elementary school students, ages 6 to 10, received experimental treatments consisting of modeling and social reinforcement contingencies designed to influence their racial preferences. Social reinforcement significantly increased the modification of racial preferences during the treatments; modeling had a sustaining influence on the changes produced. Results indicated that it is possible to arrange modeling and social reinforcement contingencies so that children learn to make socially accepting responses to people of other ethnic groups. The influence of parents in the modeling process in terms of childrearing practices is also discussed.

30. Project Patrol: Evaluation (Second Operational Year) and Proposal for Continuation Grant (Third Operational Year). 1972 90p ED 092 215

*Behavior Change; Child Development; Community Programs; *Group Dynamics; Models; Objectives; Parent Attitudes; Parent Child Relationship; *Parent Education; Parent Participation; Preschool Learning; *Preschool Programs; *Program Descriptions; Self Concept

Project Patrol is an experimental approach to pre-school education involving a parent training program, based on the techniques of behavior modification. This report includes the rationale, the analysis of main objectives, and the administrative organization of the project at the completion of its second year in operation. Project Patrol is based on three interrelated theories: (1) the concept of identification as a source of motivation in academic and behavioral pursuits, (2) the social identity of the group as providing a psychological support and framework for individual behavior modification, and (3) the development of groups (parents with like characteristics) according to the tone of the community rather than a forced plan. To help parents learn about child development, the various parent groups are asked to complete eight sessions in any two of the following areas: learning experiences, self concept, social skills, developmental environment, and stimulation. While the main thrust of the project deals with curriculum for the participants, emphasis is also given to the building of cohesive groups through the token reward system. Objectives for the third operational year of Project Patrol, outlined in this report, include the evaluation of Patrol children in kindergarten and the consolidation of the project into a replicable model for use in other areas.

31. Russell, Gail. The Success Environment: An Approach to Community Educational Improvement. End of Budget Period Report, Fiscal Year 1973. 1973 163p ED 085 460

*Class Management; Classroom Arrangement; Curriculum Development; Disadvantaged Youth; Economically Disadvantaged; *Elementary School Students; *Federal Programs; Individualized Instruction; Inner City; *Program Evaluation; Reinforcement; Small Group Instruction; Success Factors

Project Success Environment was funded under Title III of the 1965 Elementary Secondary Education Act to help alleviate the behavioral and academic problems of economically disadvantaged inner city students by providing them with the opportunity to experience, on an individual basis, success in school. The program that was developed during the three years of project funding consists of: (1) A positive contingency

management system designed to deliver a high rate of reinforcement (and thus success) for appropriate social and academic behaviors; (2) a classroom arrangement designed to foster small group and individualized teaching; and, (3) some revision of the standard curriculum. This three-part program, usually referred to as the "Success Technique," has been extensively tested in 44 classrooms over the project's three years of operation. The results showed that during this time dramatic improvements in classroom management were consistently obtained. In addition, each successive year of the project's operation resulted in more substantial gains being made in achievement. Indeed, the very strong effects obtained in year three indicated that many of the problems associated with inner-city teaching have been eliminated or greatly reduced in Project classrooms.

32. Spilker, George. The Engineered Adjustment Classroom. 1972 48p ED 089 518

*Behavior Change; *Curriculum; Elementary School Students; *Emotionally Disturbed; *Exceptional Child Education; Operant Conditioning; Parent Role; *Program Descriptions; Reinforcement; Summer Programs

Described are the curriculum, behavioral modification program, summer activities, and parent involvement in the Papillion (Nebraska) Title III Elementary Level "Engineered Classroom" Program for emotionally disturbed students. Noted is program initiation after parents and teachers became upset over poor academic progress and behaviors of an increasing number of children. Development of such a program is said to involve analysis, staff dedication, high cost, a low student-staff ratio, lengthy inservice teacher training, and parental cooperation. The curriculum is discussed in relation to individualization in reading (using aids such as programed reading, phonics, and games) and mathematics (using aids such as continental press materials and drills). Behavioral modification is seen to comprise observation, selection of strategies, use of positive and negative reinforcement, and intervention procedures ranging from a shortened assignment through change of media (such as writing with a crayon), to removal of the child from school. Focused on is the summer program designed to maintain the structured environment and provide activities such as math games, reading games and field trips without academic pressure. Given as an example of approaches used to interest summer students is an animal unit which included activities in the following areas: poetry, music, books, art, math, reading, and science. Noted is a science activity which requires a student to observe worms and act like a worm.. Among approaches to parent education cited are a weekly phone conference, group parent sessions, and five parent teacher conferences per year. The following are among included forms: A child

referral form, a classroom schedule behavior rating scales, a teacher conference report, and a parent questionnaire.

33. Spilker, George. Engineered Adjustment Classroom: The Instructional Assistant Aide. 1972 56p ED 089 516

Academic Achievement; *Behavior Change; *Diagnostic Teaching; Elementary School Students; *Emotionally Disturbed; *Exceptional Child Education; Instructional Materials; Intervention; *Teacher Aides

Described is the role of the teacher aide in the Papillion (Nebraska) Title III Elementary Level "Engineered Classroom" Program which stresses accomplishment of academic goals by emotionally disturbed students. Noted is the aides' goal of carrying out students' prescriptions provided by the teacher and psychologist. Described are the aides' duties such as listening to children read, the classroom schedule, aide recruitment based on criteria stressing empathy, the 2-week comprehensive inservice program, and evaluation. An evaluation form is included. The aide is said to rate each child's behaviors during each daily instructional period on a rating scale (included) and to use the following intervention procedures: the academic assignment, movement of the child in the classroom, changes in writing media, nonacademic assignments, and temporary removal from the classroom. Appendixes include the following components: suggestions for classroom reinforcement such as listed praising words and phrases, math game prescriptions such as playing store, reading game prescriptions such as making words from "Thanksgiving", science prescriptions such as investigating temperature control in a spacecraft, art prescriptions such as making a leaf print, and communication prescriptions such as calling authorities in time of need.

34. Sunshine, Phyllis M. Approaches to School Discipline. A Selected Review of the Literature No.2. Reviews of Research. 1973 39p ED 087 084

*Behavior Change; *Child Psychology; *Discipline; Discipline Problems; Elementary Schools; Goal Orientation; *Literature Reviews; Models; Reinforcement; Secondary Schools; *Student Behavior

This pamphlet first describes the various ways in which discipline can be defined. Two models for dealing with classroom discipline are then presented. The first model--psychoanalytic--emphasizes the importance of understanding in dealing with discipline problems. In contrast, the second model--behavior modification--focuses on the various techniques; e.g., reinforcement and modeling; as procedures for classroom management.

The ideas presented in this pamphlet are based both on scholarly opinion and on empirical investigation.

35. Whitehurst, Keturah E. Early Formal Instruction: What Constitutes Too Much Pressure? 1969 10p ED 099 111

Academic Education; Compensatory Education; Developmental Psychology; *Educational Philosophy; *Educational Practice; Kindergarten; Learning Processes; Learning Readiness; Maturation; *Preschool Education; Reactive Behavior; *Social Influences; Social Reinforcement

This paper discusses the change in educational philosophy and practices in preschool and kindergarten education before and during the "Sputnik" era. Presented are four major factors that have exerted pressure on the schools to change from a developmental to an academic approach in preschool education: (1) the wave of adverse criticism of American education and advocation of reactionary formal instruction set off by the launching of the Sputnik satellite; (2) the new interest and consequent research in the early learning/teaching process by scientists; (3) the influence of learning theories and the use of behavior modification and motivation techniques in preschool education; (4) the national awareness of the problems of the disadvantaged. These factors encouraged an appraoch towards education neglectful of humanistic, self-fulfilling goals, resulting in a trend toward formal early education that may involve some risks to the child's development. Several examples of practices that may constitute too much pressure on the child at the preschool level are given along with examples of possible child reactions.

36. Whitmore, Joanne Rand. The Modification of Undesirable Attitudes and Classroom Behavior Through Constructive Use of Social Power in the School Peer Culture. 1973 208p ED 084 489

*Behavior Change; *Discipline Problems; Elementary School Students; Leadership; Locus of Control; Low Income Groups; Models; Peer Groups; *Reinforcement; *Self Concept; Social Behavior; Student Attitudes; *Youth Leaders

A student leadership program was implemented in an elementary school to increase the social value of constructive (appropriate) classroom behavior and to generate more positive pupil attitudes toward self and school. The specific aims of the intervention were to reduce the disruptive, negative behavior of some socially powerful students while increasing the rewards for more appropriate models and for teacher efforts to improve classroom climate. The SS were low-income Black students in grades 4, 5 and 6. Eight teachers and 280 peers identified 64 actual or potential social leaders who were randomly assigned to experimental or control conditions. Teachers classified the SS as generally positive or

negative in attitudes and behavior. The effects of the intervention upon attitudes of leaders were determined by measures of self-concept, locus of control, social efficacy, and attitudes toward school. Periodically, subject behavior was rated by teachers and coded by naive observers. Participation as leaders did reduce the tendency of subjects with negative attitudes and behavior to become increasingly negative. Males, especially, increased their sense of efficacy and internal acceptance of responsibility. The highest post-intervention self-reports came from the most successful leaders (as ranked by the experimenter).

References from Current Index to Journals in Education (CIJE)

1. Behavior Mod: How to Keep the Good? Science News, v106 n10 pp151 Sep 1974, EJ 104 800

*Behavior Change, *Behavior Problems, *Counseling, *Legal Problems, Attitudes, Learning; *Legal Aid

Results of several behavior modification programs are described. Legal concerns have arisen regarding whether individuals must consent to treatment. Dr. Michael Lerner, a Kansas City lawyer, says consent must be given.

2. Benoit, Robert B.; Mayer, G. Roy. Timeout: Guidelines for Its Selection and Use. Personnel and Guidance Journal, v53 n7 pp501-506 Mar 1975, EJ 113 950

*Timeout, *Behavioral Counseling, *Counseling, *Behavior Change, Reinforcement, Operant Conditioning, Elementary Secondary Education

This article focuses on the use of "timeout" as a classroom behavior modification technique. The questions and guidelines are presented in a flow chart format in order to facilitate easy and quick use by practitioners.

3. Billingsley, Felix F.; Smelser, Sandra J. A Group Approach to Classroom Management: The Behavior Game. Teaching Exceptional Children, v7 n1 pp30-3 F 1974, EJ 109 313

*Behavior Problems, *Class Management, *Behavior Change, *Operant Conditioning, Exceptional Child Research, Emotionally Disturbed, Intermediate Grades, Negative Reinforcement, Group Behavior

4. Boedeker, Louise. Fostering Constructive Social Behavior in the Classroom: Behavior Mod is not Mad. Social Studies, v65 n5 pp202-204 Oct 1974, EJ 104 936

*Discipline Problems, *Behavior Change, *Student Behavior, *Communication Skills, Group Behavior, Teaching Techniques, Human Relations, Language Usage, Grade 7

A method for recognizing supportive behavior among the students of a seventh grade social studies class, whose disruptive and abusive behavior made learning impossive, resulted in positive personal growth for both teacher and student.

5. Broughton, Sam F. The Unwitting Behavior Modifier. Elementary School Journal, v75 n3 pp143-151 Dec 1974, EJ 107 788

*Behavior Change, *Student Teacher Relationship, *Learning Disabilities, *Behavior Problems, *Elementary Education, Punishment, Extinction (Psychology), Attention, Teacher Behavior Reinforcement

Describes how various teacher behaviors can affect pupil behaviors and encourages wider constructive use of the often misused and misunderstood resource of behavior modification.

6. Brown, Ronald E.; And Others. School Phobia: Effects of Behavior Modification Treatment Applied By An Elementary School Principal. Child Study Journal, v4 n3 pp125-134 1974, EJ 103 011

*Males, *Elementary School Students, *School Phobia, *Behavior Change, Social Reinforcement, Rewards, Observation, Student Behavior, Student School Relationship, (*Shaping Behavior)

Described are the systematic reinforcing and shaping procedures used by a school principal to modify an 11-year-old child's phobic fear of the classroom. The child's class attendance significantly increased as a consequence of the procedures.

7. Csapo, Marg. Catch the Teacher Being Good--Pupils Aid Teachers to Develop Appropriate Classroom Behavior. Journal of Student Personnel Association for Teacher Education, v12 n4 pp143-149 Jun 1974, EJ 100 669

*Behavior Change, *Teacher Behavior, *Classroom Observation Techniques, *Student Behavior, *Educational Psychology, Classroom Environment, Intervention

Describes the involvement of pupils in increasing the frequency of teacher attention to appropriate classroom behaviors. Results indicate pupils can be successful intervention agents in aiding the teacher modify her behavior.

8. Drabman, Ronald S.; Tucker, Richard D. Why Classroom Token Economies Fail. Journal of School Psychology, v12 n3 pp178-188 F 1974, EJ 105 598

*Adolescents, *Behavior Change, *Program Effectiveness, *Classroom Environment, *Reinforcement, State of the Art Reviews, Rewards

The reasons for clinical failures of classroom token economies are divided into three groups: (1) Problems associated with the token program itself, (2) Problems associated with the teacher, and (3) Problems associated with the specific population on which the classroom token economy is used. Each of these problem areas is discussed.

9. Enzer, Norbert B. Parents As Partners in Behavior Modification. Journal of Research and Development in Education, v8 n2 pp24-33 W 1975, EJ 111 879

*Parent Child Relationship, *Case Studies (Education), *Student School Relationship, *Behavior Change, *Parent Participation, Problem Solving, Parent Teacher Cooperation

Article focused upon the shared knowledge and perspective about child development and the needs of children necessary to build a partnership between school and home.

10. Fine, Marvin J.; And Others. Analysis of a Failing Attempt at Behavior Modification. Journal of Learning Disabilities, v7 n2 pp70-5 Feb 1974, EJ 096 197

*Exceptional Child Research, *Behavior Change, *Behavior Problems, *Case Studies (Education), *Failure Factors, Emotionally Disturbed, Childhood, Operant Conditioning

11. Foster, James; Miller, Leona Nation. Parents Learn About Behavior Modification. Pointer, v19 n2 pp152 W 1974, EJ 112 546

*Trainable Mentally Handicapped, *Operant Conditioning, *Behavior Change, *Parent Education, Exceptional Child Education, Mentally Handicapped

12. Hackett, Regina. In Praise of Praise. American Education, v11 n2 pp11-5 Mar 1975, EJ 115 207

*Program Descriptions, *Hyperactivity, *Emotionally Disturbed Children, *Behavior Change, *Learning Processes

"You've got to ac-sen-chuate the positive" might be the theme song of an Oregon program devised for hyperactive "acting-out" children.

13. Horne, Arthur M. Teaching Parents a Reinforcement Program. Elementary School Guidance and Counseling, v9 n2 pp102-107 Dec 1974, EJ 108 935

*Case Studies, *Parent Participation, *Behavior Change, *Reinforcement, *Parent Child Relationship, Research Project, Children, Training Objectives, Contracts

The present case study deals with teaching reinforcement strategies to parents, through the use of teaching exercises, role playing, and modeling, in order to change a child's soiling behavior. The present study used a structured teaching model designed for training paraprofessionals in basic interviewing skills, the Basic Helping Skills Program.

14. Inservice: Behavior Modification, Minicourses. Nation's Schools and Colleges, v1 n2 pp31 Oct 1974, EJ 105 877

*Behavior Change, *Inservice Teacher Education, *Professors, *Teachers, *Teaching Skills, Elementary Education, Higher Education, Secondary Education, (*Minicourses)

Brief notes discuss current items of interest such as a behavior modification device for teachers and minicourses for elementary school teachers.

15. Knipping, Paul A.; Chandler, Lynne. A Classroom Comparison of Behavioral Modification Techniques. Journal of School Health, v45 n1 pp33-6 Jan 1975, EJ 111 657

*Behavior Change, *Mental Health, *Changing Attitudes, *Self Actualization, *Classroom Environment, Secondary Schools

16. Koch, Larry; Breyer, Norman L. A Token Economy for the Teacher. Psychology in the Schools, v11 n2 pp195-200 1974, EJ 099 067

*Behavior Change, *Student Behavior, *Teaching Techniques, *Positive Reinforcement, *Reinforcement, Educational Psychology, Elementary School Students

Discussed the effects of a relatively simple token economy that used group contingency in a regular fifth-grade class setting. Results were favorable.

17. Kostka, Marion P.; Galassi, John P. Group Systematic Desensitization Versus Covert Positive Reinforcement in the Reduction of Test Anxiety. Journal of Counseling Psychology, v21 n6 pp464-468 Nov 1974, EJ 108 833

*Behavior Change, *Test Wiseness, *Anxiety, *Desensitization, *Positive Reinforcement, Research Projects, Performance Tests, Covert Response

The study compared modified versions of systematic desensitization and covert positive reinforcement to a no-treatment control condition in the reduction of test anxiety. On an anagrams performance test, the covert reinforcement and control groups were superior to the desensitization group.

18. Lahey, Benjamin B.; And Others. Modification of Deficits in Reading for Comprehension. Journal of Applied Behavior Analysis, v6 n3 pp475-480 F 1973, EJ 097 152

*Behavior Change, *Behavior Theories, *Conditioning, *Reading Improvement, Remedial Reading, Reading Difficulty, Reading Skills ; Reading; Reading Achievement

Reports on an experiment using behavior modification techniques to increase reading ability. Results indicate that the percentage of correct answers in the children with deficits increased to approximately the same level as the children tested to be on grade level.

19. Lazar, Alfred L.; Stodden, Robert. Suggestions for Using Token Economy. Pointer, v19 n2 pp154-6 W 1974, EJ 112 547

*Mentally Handicapped, *Operant Conditioning, *Behavior Change, *Positive Reinforcement, *Behavioral Objectives, Exceptional Child Education, Task Analysis, Teacher Role, Educational Methods, (*Token Economy)

Behavior analysis for changing behavior in mentally retarded and educationally handicapped children involves the classroom teacher in four tasks.

20. Levine, Fredric M.; Fasnacht, Geraldine. Token Rewards May Lead to Token Learning. American Psychologist, v29 n11 pp816-820 Nov 1974, EJ 106 819

*Reinforcement, *Reinforcers, *Behavior Change, *Rewards, *Motivation Techniques, Learning Theories

Although the immediate effect of token reinforcement programs may be positive, the longer range consequences may result in an actual decrease in the behavior desired.

21. Long, James D.; Williams, Robert L. The Comparative Effectiveness of Group and Individually Contigent Free Time With Inner-City Junior High School Students. Journal of Applied Behavior Analysis, v6 n3 pp465-474 F 1973, EJ 097 151

*Behavior Change, *Behavior Patterns, *Junior High School Students, *Inner City, Disadvantaged Youth

A major purpose of the study was to assess the relative effects of group versus individually contigent free time in modifing student behaviors. Other purposes were to determine the effectiveness of well-planned lesson activities and tokens without back-up reinforcers.

22. Lovitt, Thomas C.; Smith, Deborah D. Using Withdrawal of Positive Reinforcement to Alter Subtraction Performance. Exceptional Children, v40 n5 pp357-8 Feb 1974, EJ 096 155

*Exceptional Child Research, *Mathematics, *Behavior Change, *Positive Reinforcement, *Case Studies (Education), Childhood, Operant Conditioning, Learning Processes

23. Lowe, Terry O.; McLaughlin, E. C. The Use of Verbal Reinforcement by Paraprofessionals in the Treatment of Underachieving Elementary School Students. Journal of the Student Personnel Association for Teacher Education, v12 n3 pp95-101 Mar 1974, EJ 094 370

*Paraprofessional School Personnel, *Behavior Change, *Change Agents, *Positive Reinforcement, *Underachievers, Teacher Behavior, Educational Innovation, Student Improvement, Elementary School Students

This study concludes that underachieving elementary students can be effectively motivated through the use of positive reinforcement by paraprofessionals or nonprofessionals.

24. Martin, J. Controlled vs. Natural Setting - Some Implications for Behavioral Analysis and Change in Classroom Situations. Alberta Journal of Educational Research, v21 n1 pp39-45 Mar 1975, EJ 115 278

*Educational Research, *Behavioral Science Research *Behavior Change, *Classroom Environment, *Research Methodology

This paper considers five empirical and theoretical issues which have arisen from a comparison of behavioral analyses in controlled laboratory settings and similar analyses in naturalistic human environments.

25. Matheny, Kenneth B.; Edwards, C. Randall. Academic Improvement Through an Experimental Classroom Management System. Journal of School Psychology, v12 n3 pp222-232 F 1974, EJ 105 603

*Academic Achievement, *Management Systems, *Class Management, *Behavior Change, *Instructional Improvement, Research Projects, Classroom Techniques

An experimental classroom management system involving contingency management, individualized instruction, peer assistance, and teacher adoption of the role of a manager of learning activities was employed in 25 Appalachian classrooms. The study raises hope that improvements in instruction will be accompanied by improvements in the academic achievement of students.

26. McCullough, James P.; And Others. Utilization of the Simultaneous Treatment Design to Improve Student Behavior in a First-Grade Classroom. Journal of Consulting and Clinical Psychology, v42 n2 pp288-292 1974, EJ 095 902

*Elementary School Students, *Behavior Change, *Reinforcement, *Behavior Problems, Case Studies, Social Behavior

A single-case study is presented to demonstrate the utility of the simultaneous treatment design to modify the behavior of a first-grade male. One teacher and her aide recorded data and administered the program.

27. McLaughlin, Thomas F.; Malaby, J. E. The Utilization of an Individual Contigency Program to Control Assignment Completion in a Token Classroom: A Case Study. Psychology in the Schools, v11 n2 pp191-194 1974, EJ 099 066

*Positive Reinforcement, *Behavior Change, *Student Behavior, *Teaching Techniques, Case Studies, Reinforcement, Classroom Environment, Educational Psychology, Elementary School Students

Describes a token system for a fifth grader, designed to increase her ability to complete assignments. Study was conducted in four phases, with favorable outcomes.

28. Moore, Shirley. Behavior Modification in Early Childhood Classrooms. Contemporary Education, v45 n4 pp261-5 Sum 1974, EJ 104 944

*Behavior Change, *Social Reinforcement, *Punishment, *Discrimination Learning, *Reinforcers, Change Strategies, Rapport, Early Childhood Education, (*Rules)

29. Nelson, Rosemary O. An Expanded Scope for Behavior Modification in School Settings. Journal of School Psychology, v12 n4 pp276-287 W 1974, EJ 115 634

*Behavior Change, *Schools, *Achievement, *Social Behavior, *Reinforcement, State Of The Art Reviews, Classroom Guidance Programs, Standardized Tests

The scope of behavior modification may be expanded by the interaction between the modification of social and academic behaviors, manipulation of antecedent conditions in order to evoke reinforceable responses, use of controlling variables on a school-systemwide basis, and use of standardized tests as an additional dependent measure. Portions presented at Southwestern Psychological Association, New Orleans, April, 1973.

30. Parker, Harvey C. Contingency Management and Concomitant Changes in Elementary-School Students' Self-Concepts. Psychology in the Schools, v11 n1 pp70-7[illegible] Jan 1974, EJ 092 501

*Self Concept, *Behavior Change, *Class Management, *Classroom Communication, Elementary School Students, Behavioral Science Research, Social Adjustment, Personal Adjustment

This study attempts to evaluate the effects of one specific positive-reinforcement-oriented contingency program on students' total and school-related self-concepts as well as their personal and social adjustments.

31. Reppucci, N. Dickon; Saunders, J. Terry. Social Psychology of Behavior Modification: Problems of Implementation in Natural Settings. American Psychologist, v29 n9 pp649-660 Sep 1974, EJ 105 073

*Behavior Change, *Social Reinforcement, *Program Development, *Program Administration, Change Strategies, Change Agent, Institutional Environment, Language Handicaps, Educational Resources

Elaborates a series of eight problems that confront the change agent who attempt to implement behavior modification techniques in natural settings and that tend to mitigate the attainment of optimal results, e.g. institutional constraints, external pressure, language, and others.

32. Rose, Sheldon D. Group Training of Parents as Behavior Modifiers Social Work, v19 n2 pp156-161 Mar 1974, EJ 095 865

*Behavior Change, *Welfare Recipients, *Parent Counseling, *Social Differences, *Change Agents, Parent Influence, Group Counseling

Parents on welfare as well as middle class parents took part in a training project designed to help them modify problem behaviors in their children. The guidelines developed in this project for group training and for the evaluation of outcome can be applied in various types of agencies.

33. Rosenberg; Harry E. Wing. Performance Contracting, Programmed Learning and Behavior Modification May Inhibit Learning of the Gifted. Gifted Child Quarterly, v17 n4 pp254-9 W 1973, EJ 097 930

*Exceptional Child Education, *Gifted, *Behavior Change, *Motivation, *Success Factors, Operant Conditioning, Reinforcement

It is maintained that behavior modification techniques of positive and intermittent reinforcement specified by B. Skinner to prevent extinction may adversely affect the critical internal motivators of gifted students, who may be bored by constant success.

34. Salzberg, Bernard H.; And Others. Reduction of Kindergarten Children's Disruptive Behavior with Delayed Feedback and Delayed Contingent Access to Play. Journal of School Psychology, v12 n1 pp24-30 1974, EJ 099 013

*Behavior Change, *Student Behavior, *Reinforcement, *Behavior Theories, Motivation, Kindergarten Children, Feedback

After measuring the amount of disruptive behavior exhibited by nine kindergarten children, delayed feedback paired with contingent access to play was found to be most effective in reducing disruptive behavior.

35. Shane, Howard. Command Performance: A Behavior Modification Technique in a Game Format. Mental Retardation, v12 n2 pp18-20 Apr 1974, EJ 099 533

*Exceptional Child Research, *Custodial Mentally Handicapped, *Attendant Training, *Behavior Change, *Games, Mentally Handicapped, Institutionalized (Persons), Operant Conditioning, (Staff Development)

A program to teach the techniques of behavior modification to attendants working with severely and profoundly retarded institutionalized residents has been developed and tested.

36. Snow, David L.; Brooks, Robert B. Behavior Modification Techniques in the School Setting. Journal of School Health, v44 n4 pp198-205 Apr 1974, EJ 103 218

*Behavior Change, *Behavior Problems, *Behavioral Objectives, *Reinforcers, Positive Reinforcement, Punishment, Social Reinforcement

37. Vannote, Vance G. A Practical Approach to Behavior Modification Programs. School Counselor, v21 n5 pp350-354, May 1974, EJ 097 634

*Behavior Change, *Behavior Problems, *Student Behavior, *Elementary School Students, *Counselor Role, Reinforcement, Educational Experiments, Motivation

The purpose of this article is to offer a design for a project conducted by the school counselor that incorporates principles of behavior modification in dealing with classroom misbehavior in a traditional public junior high school setting.

38. Woolfolk, Anita E.; Woolfolk, Robert L. A Contingency Management Technique for Increasing Student Attention in a Small Group Setting. Journal of School Psychology, v12 n3 pp204-212 F 1974, EJ 105 601

*Elementary School Students, *Attention Control, *Group Activities, *Behavior Change, *Inservice Teacher Education, Research Projects, Management Systems, Program Effectiveness, Transfer of Training

Fifty-four elementary school children previously identified as consistently inattentive were involved in an extraclassroom treatment program comparing three conditions. Changes in behavior did not transfer to regular classroom, and training for teachers did not affect in-class attention scores of subjects.

39. Yawkey, Thomas D.; Jones, Dawn M. Application of Behavior Modification to Learning Center Choices in a Kindergarten Open Education Classroom. Psychology in the Schools, v11 n3 pp321-327, 1974, EJ 102 401

*Behavior Change, *Behavioral Science Research, *Teacher Behavior, *Change Agents, Kindergarten Children, Early Childhood Education, Positive Reinforcement

This study is concerned with the effects of teacher contingencies on academic behaviors of normal children at cognitively oriented centers in an open education classroom. Results indicate teacher attention greatly affects preferences for academic and nonacademic centers by kindergarten children.

40. Yawkey, Thomas D.; Griffith, Diane Le Penna. The Effects of the Premack Principle on Affective Behaviors of Young Children. Child Study Journal, v4 n2 pp59-70 1974, EJ 099 958

*Kindergarten Children, *Behavior Change, *Reinforcement, *Affective Behavior, *Classroom Techniques, Teaching Methods, Operant Conditioning

An investigation of the applicability of behavior modification techniques to the operant crying behaviors (OCBs) in a regular kindergarten classroom was conducted. With baseline, reinforcement, and extinction conditions, the OCBs of two 5-year-old subjects were significantly decreased between baseline and reinforcement conditions.

Postscript

The Educational Resources Information Center/Early Childhood Education Clearinghouse (ERIC/ECE) is one of a system of 16 clearinghouses sponsored by the National Institute of Education to provide information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education (such as early childhood, teacher education, language and linguistics), are located at universities and institutions throughout the United States.

The clearinghouses search systematically to acquire current, significant documents relevant to education. These research studies, speeches, conference proceedings, curriculum guides, and other publications are abstracted, indexed and published in Resources in Education (RIE), a monthly journal. RIE is available at libraries, or may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

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